

# Transition Outcomes & Mandates

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OSSE Division of Specialized Education  
Secondary Transition Webinar Series

# Webinar Overview

## Objectives:

- Examine national and local transition data and discuss how it reflects progress and areas of need

## Guiding Questions:

1. What are transition outcomes for youth with disabilities?
2. How can we connect transition outcomes with transition planning?
3. What are local resources that support improved transition planning?

# Guiding Question 1

**What are transition outcomes for youth with disabilities?**



# Rationale



# Educational Vision – Graduation or Completion



**What do we know about graduation?**

# Educational Vision – Parent Perceptions

Nationally, what percentage of parents of youth with disabilities expect their child to graduate from high school?

- a. 96%
- b. 88%
- c. 75%
- d. 63%

# Educational Vision – Student Perceptions

- Nationally, what percentage of youth with disabilities say they will:
  - a. 97%
  - b. 85%
  - c. 75%
  - d. 60%
  - definitely graduate from high school? e. 53%
  - f. 41%
  - definitely + probably graduate? g. 34%
  - h. 29%

# Educational Vision – Graduation or Completion



So, how are we doing?



# Educational Vision – Graduation or Completion



Nationally, high school graduation  
rates are on the rise!

# Educational Vision – Graduation or Completion

**Lowest**



**Highest**



# Educational Vision – Graduation or Completion

**Lowest = 57%**



**Highest = 85%**



## Educational Vision – Graduation Students w/Disabilities

State	Overall Graduation Rate	Students w/ Disabilities	Difference
Alabama	72%	30%	42%
D.C.	57%	39%	20%
Georgia	67%	30%	27%
Louisiana	71%	29%	42%
Nevada	62%	23%	39%
Vermont	85%	69%	16%

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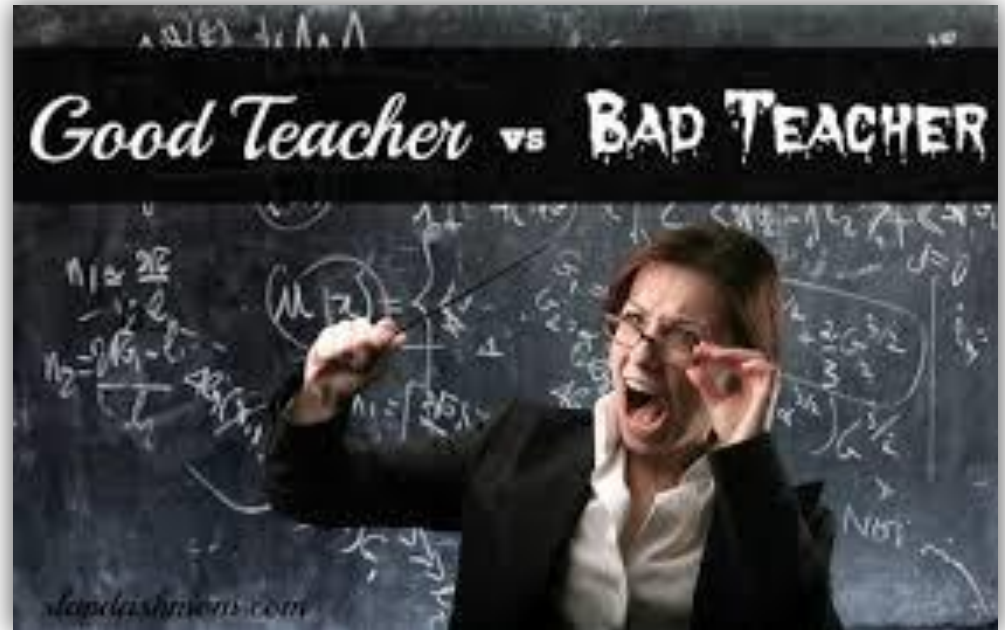
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- What are reasons for the disconnect between parent and student expectations and these numbers?
  - What is in our power to improve these numbers?
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# Educational Vision - Dropping Out

**In bed**, it's 6AM you close your eyes for 5 minutes, it's 7:45.  
**At school** it's 1:30, close your eyes for 5 minutes, it's 1:31.



# Dropping Out

## Reasons for Dropping Out

- Dislike of their school experience
- Poor relationships with teachers and students



## After Dropping Out

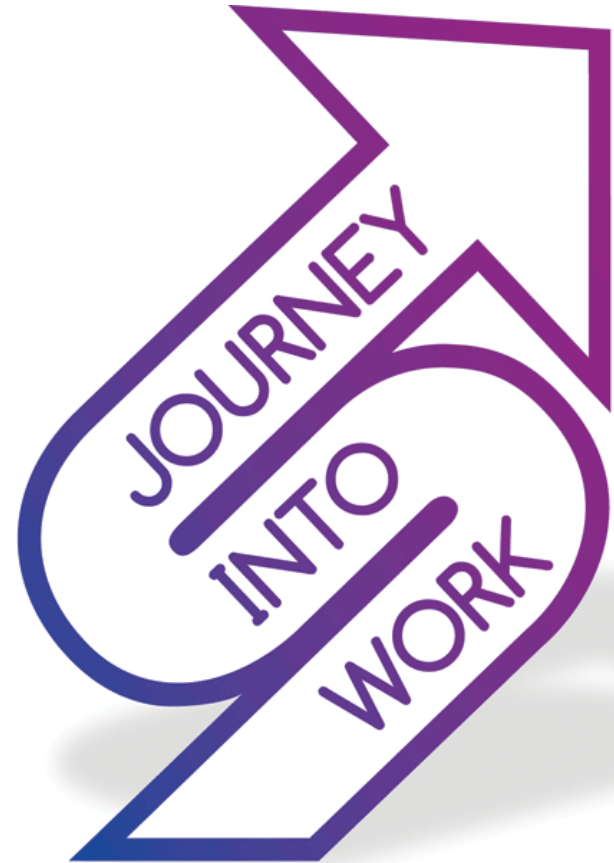
Within 2 years of school exit:

- 29% take classes or tests
- 9% to earn a high school diploma or certificate





# Postsecondary





# Educational Vision – Postsecondary Perceptions

- Nationally, what percentage of parents of youth with disabilities expect their child to attend a postsecondary education program?
  - a. 89%
  - b. 76%
  - c. 68%
  - d. 59%
- Nationally, what percentage of students w/ disabilities say they will definitely or probably go on to postsecondary education?
  - a. 96%
  - b. 87%
  - c. 76%
  - d. 68%
  - e. 53%

# Postsecondary Education

Significant difference in enrollment between students with and without disabilities

- 60 % vs. 67% in postsecondary education
  - 44% in two year colleges
  - 32% in vocational, business or tech schools
  - 19% in four year colleges
- 41% vs. 52% completed

NLTS2 The Post-High School Outcomes of Young Adults With Disabilities up to 8 Years After High School



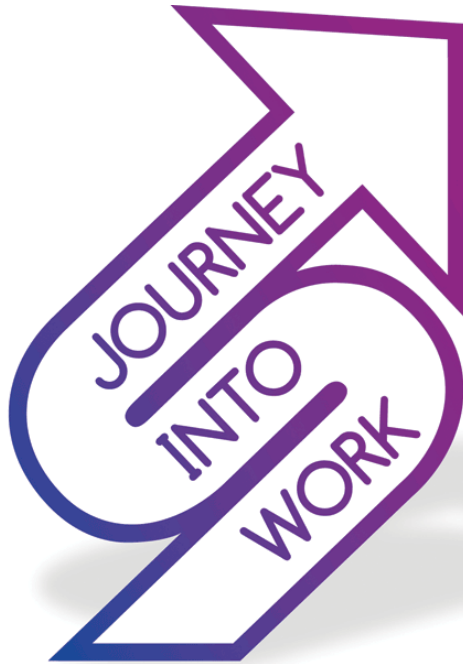
# Postsecondary Education - Disclosure

- 63% did not consider self to have a disability
- 9% considered self to have a disability, but did not inform school
- 24% disclosed prior to enrollment
- 4% disclosed after enrollment



# Employment Vision **versus** Reality

- 99% of parents and 95% of youth with disabilities expect employment
- Majority reported working within 8 years of school exit
  - 30% to 66% working at time of interview based on type of disability



## Guiding Question 2

**How can we connect transition outcomes with transition planning?**



# Transition Planning



- Think about life after high school
- Identify a course of study
- Provide relevant instruction
- Facilitate linkages with postsecondary services

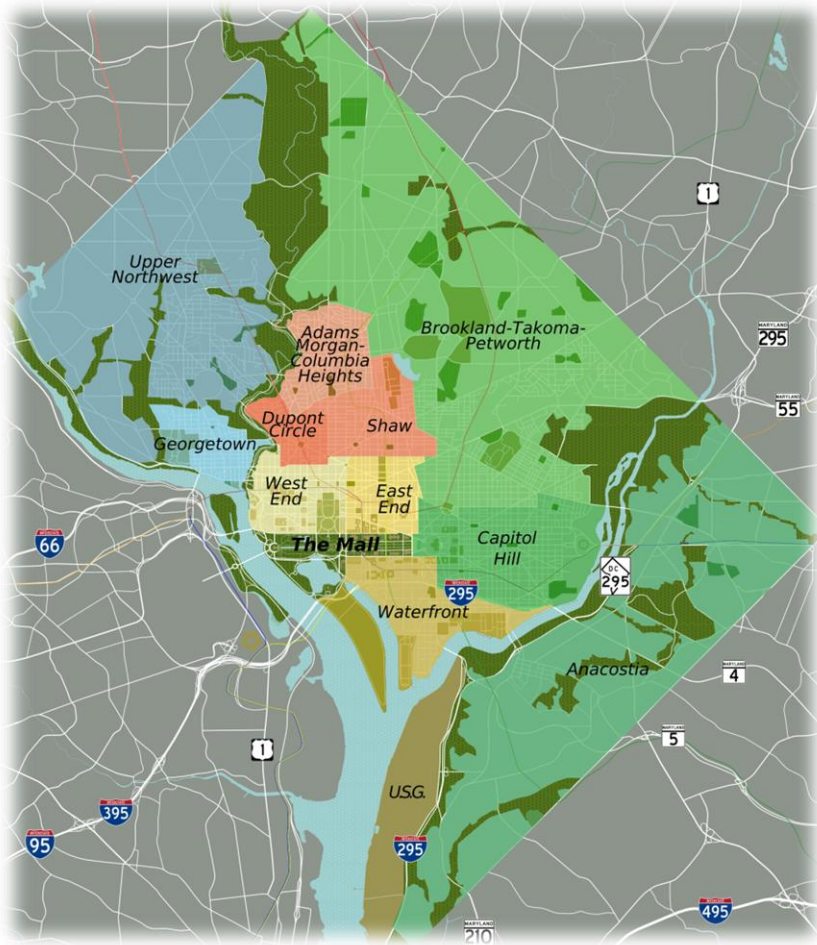
# Transition Indicators

## IDEA Part B State Performance Plan (SPP) Indicators

- States use 20 different Individuals with Disabilities Education Act (IDEA) Part B Indicators to gather and report data on yearly progress to the US Department of Education's Office of Special Education Programs (OSEP)
- Four SSP indicators relate to transition outcomes:
  - Indicator 1: Graduation Rate for Students w/Disabilities
  - Indicator 2: Dropout Rates for Students w/Disabilities
  - Indicator 13: Post School Transition Goals in IEP
  - Indicator 14: Participation in Postsecondary Settings One Year After Graduation



# DC Data



- **Indicator 13 –  
Secondary Transition**
- **Indicator 14 –  
Post-school Outcomes**



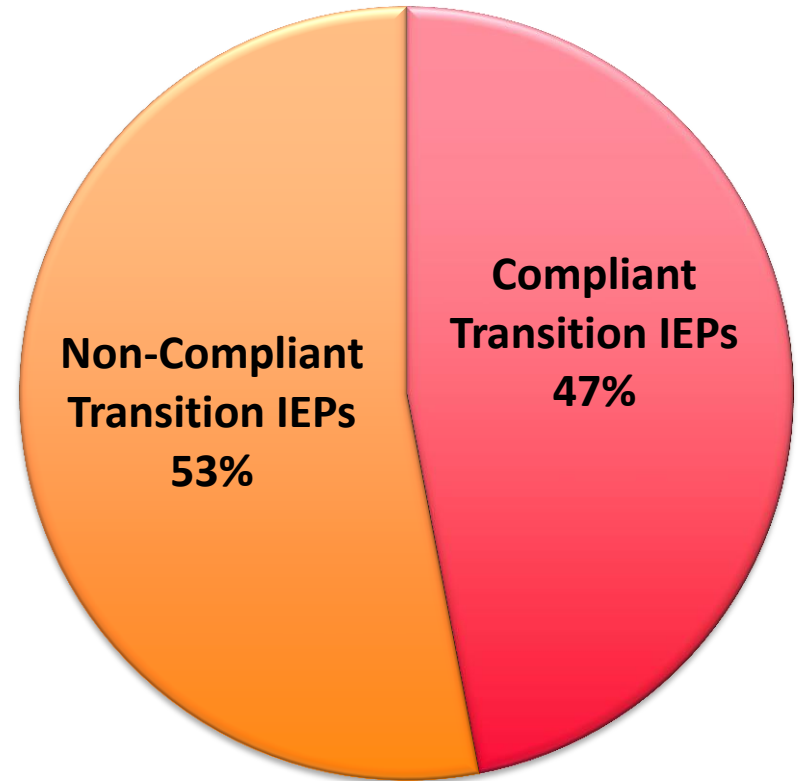
## Indicator 13

Percent of **youth with IEPs aged 16 and above** with an IEP that includes **appropriate, measureable, postsecondary goals** that are annually updated and based upon an **age appropriate transition assessment, transition services**, including **course of study**, that will reasonably enable the student to meet those postsecondary goals, and **annual IEP goals** related to the student's transition services needs. There also must be evidence that the **student was invited** to the IEP team meeting where the transition services are to be discussed and evidence that, if appropriate, a **representative of any participating agency** was invited to the IEP team meeting with the prior consent of the parent or student who has reached the age of majority.

# OSSE Indicator 13 Data

## IEP's with compliant postsecondary goals

- Postsecondary education & training
- Employment
- Independent living (if appropriate)
- Transition plan updated annually
- Based on transition assessments
- Transition services
- Courses of study



# IEP Student and Outside Agency Invitations

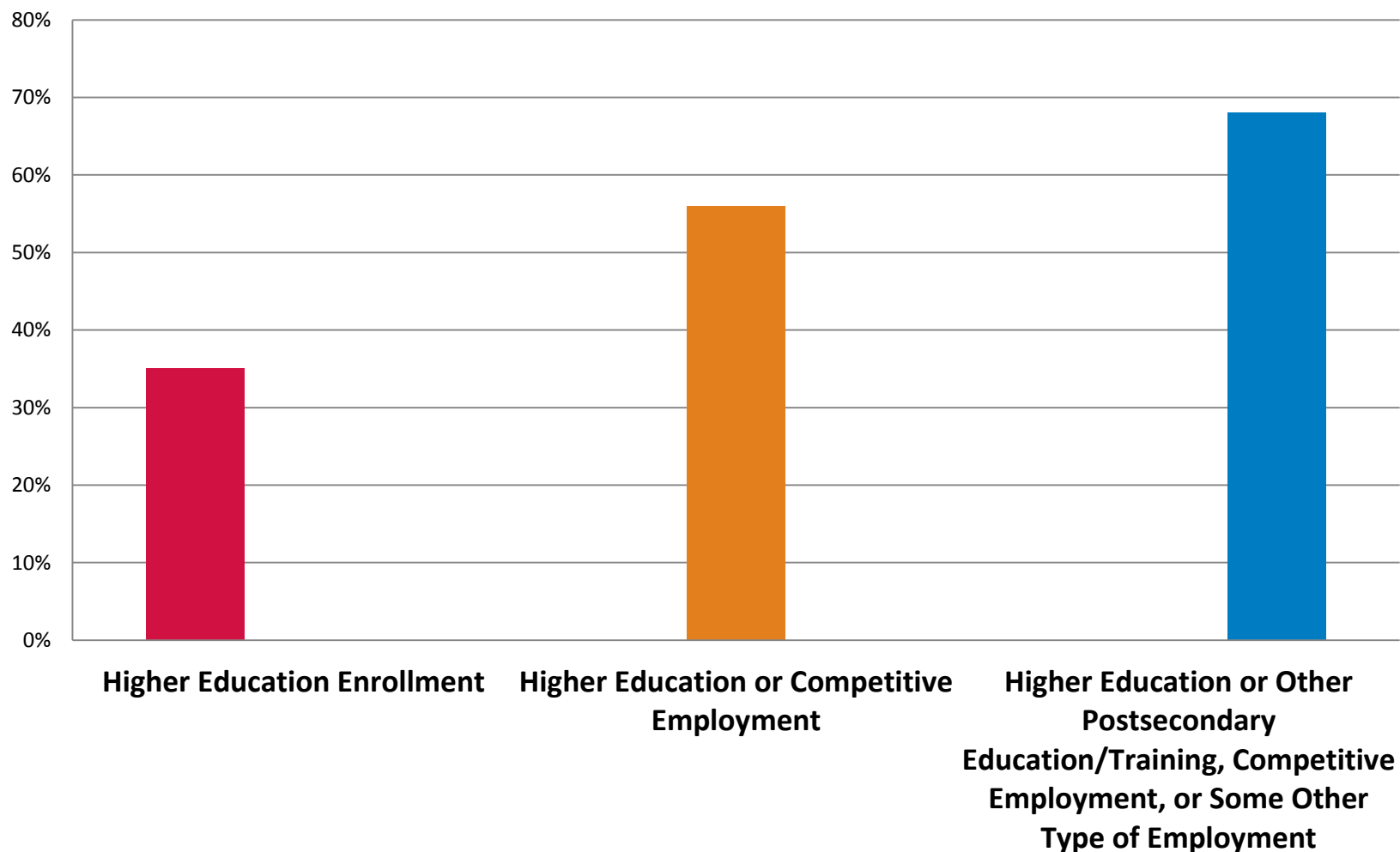
Some of the lowest compliance ratings:

- **Student Invitation**—students must be invited at least 24 hours prior to the meeting
- **Outside Agency Invitation**—outside agencies are invited only if services are anticipated
- **Outside Agency Invitation**—parents must consent



# Indicator 14: Post-High School Outcomes

## Post-High School Outcomes Within One Year of Exit



## Guiding Question 3

**What are local resources that support improved transition planning?**



# Secondary Transition Process Toolkit

## Secondary Transition Process

### Local Education Agency Toolkit



Office of the State  
Superintendent of Education

<http://osse.dc.gov/publication/secondary-transition-process-toolkit>

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# OSSE Secondary Transition Website



<http://www.ossesecondarytransition.org>

# Wrap Up

## **Guiding Questions:**

1. What are transition outcomes for youth with disabilities?
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3. What are local resources that support improved transition planning?



# Resources

*Facts from NLTS2: High School Completion by Youth with Disabilities* (November 2005). Menlo Park, CA: SRI International.

[www.nlts2.org/fact\\_sheets/nlts2\\_fact\\_sheet\\_2005\\_11.pdf](http://www.nlts2.org/fact_sheets/nlts2_fact_sheet_2005_11.pdf)

National Center for Educational Statistics. (2011, October). *Trends in high school drop out and completion rates – 1972-2008*.

<http://nces.ed.gov/pubs2011/dropout08/findings3.asp> National Center for Educational Statistics. (2011, October). *Trends in high school drop out and completion rates – 1972-2008*.

<http://nces.ed.gov/pubs2011/dropout08/findings3.asp>

National Center for Educational Statistics. (2011, October). *Trends in high school drop out and completion rates – 1972-2008*.

<http://nces.ed.gov/pubs2011/dropout08/findings3.asp>

National Center for Special Education Research. (2010, September).

*Comparison across time of the outcomes of youth with disabilities up to 4 years after high school*. <http://ies.ed.gov/ncser/pubs/20103008/>

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# Resources (continued)

Newman, L., Wagner, M., Knokey, A.-M., Marder, C., Nagle, K., Shaver, D., Wei, X., with Cameto, R., Contreras, E., Ferguson, K., Greene, S., and Schwarting, M. (2011). *The Post-High School Outcomes of Young Adults With Disabilities up to 8 Years After High School. A Report From the National Longitudinal Transition Study-2 (NLTS2)* (NCSE 2011-3005). Menlo Park, CA: SRI International. Available at [www.nlts2.org/reports/](http://www.nlts2.org/reports/)

Newman, L. et al. (2011, September). *The post-high school outcomes of young adults with disabilities up to 8 years after high school: A report from the national longitudinal transition study-2 (NLTS2)* [NCSE 2011-3005]. Washington, DC: U.S. Department of Education, Institute for Educational Sciences, National Center for Special Education Research. [http://www.nlts2.org/reports/2011\\_09\\_02/nlts2\\_report\\_2011\\_09\\_02\\_execsum.pdf](http://www.nlts2.org/reports/2011_09_02/nlts2_report_2011_09_02_execsum.pdf) and [http://www.nlts2.org/reports/2011\\_09\\_02/nlts2\\_report\\_2011\\_09\\_02\\_complete.pdf](http://www.nlts2.org/reports/2011_09_02/nlts2_report_2011_09_02_complete.pdf)

Sanford, C., Newman, L., Wagner, M., Cameto, R., Knokey, A.-M., and Shaver, D. (2011). *The Post-High School Outcomes of Young Adults With Disabilities up to 6 Years After High School. Key Findings From the National Longitudinal Transition Study-2 (NLTS2)* (NCSE 2011-3004). Menlo Park, CA: SRI International. [www.nlts2.org/reports/](http://www.nlts2.org/reports/)

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# Resources (continued)

Data Sources on Transitioning Youth

[http://ies.ed.gov/ncser/pubs/20073006/chap1\\_c.asp](http://ies.ed.gov/ncser/pubs/20073006/chap1_c.asp)

DC LEA Report on IDEA Mandates

<http://www.learndc.org/schoolprofiles/view - dc/profile>

National Graduation Rates

<http://www.governing.com/gov-data/high-school-graduation-rates-by-state.html>

<http://www.theatlantic.com/national/archive/2013/06/high-school-graduation-rate-hits-40-year-peak-in-the-us/276604/>

OSSE Secondary Transition Website

<http://www.ossesecondarytransition.org/>

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